

Religious Education at Sir Martin Frobisher Academy

Subject Leadership

2024/25

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Subject Leaders at SMFA

- Subject Leaders provide professional leadership for a subject or group of subjects to secure high-quality first teaching, a rich curriculum and the effective use of resources. The success of this will be measured by the impact on learning and progress for pupils.
- We do not expect Subject Leaders to be an 'expert' in the subject they lead. What is important is that they have the overview of what is going well and what needs to be improved – based on evidence.
- Subject leaders at SMFA are part of both the Middle Leadership and the SMFA Extended Leadership Teams
- Each Subject Leader has an assigned Mentor (from SLT)
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All Subject Leaders will

- Be part of our distributed leadership
- Utilise the expertise, passion, pedagogical awareness and strengths of other leadership team members
- Establish a collective responsibility for demonstrating that everyone makes a difference
- Moving the school forward through driving the implementation aspect of each subject
- Professionally develop themselves and other staff team members
- Raise standards across all aspects of the curriculum
- Enrich the curriculum
- Share knowledge, expertise, skill, passion and enthusiasm

How does the role of Subject Leader fit into SMFA's Ofsted Statement of Action?

AFI 1 – Curriculum

Most of the curriculum has been reviewed and newly implemented to take into account what pupils know. This process is further ahead in its development in reading and mathematics. In these areas, leaders consider the starting points of pupils carefully, so they build knowledge and understanding step by step. Teachers receive effective training and support. As a result, teachers plan learning that helps pupils build on prior learning. This ensures that pupils deepen their learning and are consequently generally achieving well.”

Most of the curriculum has been reviewed and newly implemented. Aside from English and mathematics, leaders have identified gaps in pupils' learning and are further refining the curriculum to include what knowledge pupils need to learn to catch up. This includes pupils' knowledge of subject-specific vocabulary. Leaders should ensure that the curriculum they intend to offer is planned well, using the information they know about what pupils need to learn. Leaders should ensure that teachers are trained to implement the curriculum so that their delivery adheres to leaders' specification, ensuring that pupils catch up and are ready for the next stages of their education.

Intent:

Kapow Primary's Religious Education scheme of work aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we aim to build an awareness of how Religious Education shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them. Our scheme encourages:

- A strong focus on developing both geographical skills and knowledge.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- The development of fieldwork skills across each year group.
- A deep interest and knowledge of pupils' locality and how it differs from other areas of the world.
- A growing understanding of geographical concepts, terms and vocabulary. Kapow Primary's Religious Education scheme of work enables pupils to meet the end of key stage attainment targets in the National curriculum. The aims also align with those in the National curriculum. For EYFS, the activities allow pupils to work towards the 'Understanding the world' Development matters statements and Early learning goals, while also covering foundational knowledge that will support them in their further Religious Education learning in Key stage 1

Implementation:

The National curriculum organises the Religious Education attainment targets under four subheadings or strands:

- Locational knowledge
- Place knowledge
- Human and physical Religious Education
- Geographical skills and fieldwork

Kapow Primary's Religious Education scheme has a clear progression of skills and knowledge within these four strands across each year group. Our Progression of skills and knowledge shows the skills taught within each year group and how these develop to ensure that attainment targets are securely met by the end of each key stage. Geographical key concepts are woven across all units rather than being taught discretely as seen in the Progression of key geographical concepts. Our National curriculum coverage document shows which of our units cover each of the National curriculum attainment targets as well as each of the four strands in Key stage 1 and 2. The document also reflects which Development matters statements and Early learning goals are met in each activity within the EYFS units. The Kapow Primary scheme is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will consolidate children's understanding of key concepts, such as scale and place, in Religious Education. The two EYFS units provide a solid foundation of geographical skills, knowledge and enquiry for children to transition successfully onto Key stage 1 Religious Education learning, whilst also working towards the Development matters statements and Early Learning Goals. These units consist of a mixture of adult-led and child-initiated activities which can be selected by the teacher to fit in with Reception class themes or topics.

Impact:

An enquiry-based approach to learning will allow teachers to assess children against the National curriculum expectations for Religious Education. The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a unit quiz and knowledge catcher, which can be used at the start or end of the unit to assess children's understanding. Opportunities for children to present their findings using their geographical skills will also form part of the assessment process in each unit. After implementing Kapow Primary Religious Education, pupils should leave school equipped with a range of skills and knowledge to enable them to study Religious Education with confidence at Key stage 3. We hope to shape children into curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the interconnection between the human and the physical. The expected impact of following the Kapow Primary Religious Education scheme of work is that children will:

- Compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas.
- Name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.
- Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this.
- Develop an appreciation for how humans are impacted by and have evolved around the physical Religious Education surrounding them and how humans have had an impact on the environment, both positive and negative.
- Develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.
- Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day.
- Present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies.
- Meet the 'Understanding the World' Early Learning Goals at the end of EYFS, and the end of key stage expectations outlined in the National curriculum for Religious Education by the end of Year 2 and Year 6.

Long Term Plan



Religious Education Overview - Whole School

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years	Unit	All about me	Through my eyes	Everyday Superheroes	On the move	At the bottom of the garden	Under the sea
	Prior						
	Future	Multiple Worldviews	Multiple Worldviews	Multiple Worldviews	Multiple Worldviews	Multiple Worldviews	Multiple Worldviews
Year 1	Unit	How did the world begin? <i>(Christian, Jewish, Hindu)</i>	What do some people believe God looks like? <i>(Christian, Hindu, Muslim)</i>	What is Gods job? <i>(Jewish, Zoroastrianist, Muslim, Hindu, Christian)</i>	Why should we care for the world? <i>(Jewish, Muslim, Hindu, Jain, Humanist)</i>	How do we know that new babies are special? <i>(Muslim, Hindu, Christian, Humanist)</i>	Why should we care for others? <i>(Sikh, Christian, Jewish, Muslim, Humanist)</i>
	Prior	EYFS - Continuous Provision	EYFS - Continuous Provision	EYFS - Continuous Provision	EYFS - Continuous Provision	EYFS - Continuous Provision	EYFS - Continuous Provision
	Future	Care for the world - Y1	Special Connection to God - Y2	Prophets - Y2	Morals - Y3	What makes us human - Y3	Morals - Y3
Year 2	Unit	Why do we need to give thanks? <i>(Hindu, Christian, Humanist)</i>	What do candles mean to people? <i>(Christian, Hindu, Jewish)</i>	How do we know some people have a special connection to God? <i>(Sikh, Muslim, Christian, Jewish, Hindu)</i>	What is a prophet? <i>(Christian, Muslim, Jewish, Sikh)</i>	How do some people talk to God? <i>(Christian, Muslim, Jewish, Sikh)</i>	Where do some people talk to God? <i>(Hindu, Alevi, Muslim, Sikh)</i>
	Prior	Care for the world - Y1	What God looks like -Y1	How did the world begin - Y1	God's Job - Y1	God's Job - Y1	How do some talk to God - Y2
	Future	Be there in person - Y6	Water Symbolism - Y3	Scripture - Y3	Scripture - Y3	Significant places of belief - Y5	Significant places of belief - Y5
Year 3	Unit	What makes us human? <i>(Hindu, Christian, Buddhist, Humanist)</i>	Where do our morals come from? <i>(Christian/Jewish, Buddhist, Muslim, Hindu, Humanist)</i>	Is scripture central to religion? <i>(Jewish, Muslim, Christian)</i>	What happens if we do wrong? <i>(Hindu, Muslim, Humanist, Christian, Jewish)</i>	Why is water symbolic? <i>(Christian, Sikh, Muslim, Shinto)</i>	Why is fire used ceremonially? <i>(Hindu/Sikh, Zoroastrianist)</i>
	Prior	Why care for the world - Y1	What makes us human - Y3	How people talk to God - Y2	What makes us human - Y3	Candles - Y2	Candles - Y2
	Future	How important are beliefs - Y4	Stand up for beliefs - Y5	Language of scripture - Y4	Stand up for beliefs - Y5	Sacred Texts - Y4	Sacred Texts - Y4
Year 4	Unit	Are all religions equal? <i>(Bahá'í, Sikh, Hindu)</i>	What makes some texts sacred? <i>(Sikh, Hindu, Buddhist)</i>	Just how important are our beliefs? <i>(Sikh, Muslim, Jewish, Hindu, Christian)</i>	Who was Jesus really? <i>(Christian, Jewish, Muslim)</i>	Why is the Bible the best-selling book of all time? <i>(Christian)</i>	Does the language of scripture matter? <i>(Christian, Muslim, Jewish)</i>
	Prior	How people talk to God - Y2	Scripture - Y3	Morals - Y3	Prophets - Y2	Scripture - Y3	Bible - Y4
	Future	Place of religion today - Y6	Language of Scripture - Y4	Stand up for beliefs - Y5	Christianity differences - Y5	Language of scripture - Y4	Who should be in charge - Y5
Year 5	Unit	Why do people have to stand up for what they believe in? <i>(Christian, Muslim, Sikh)</i>	Why doesn't Christianity always look the same? <i>(Christian)</i>	What happens when we die? (Part 1) <i>(Jewish, Muslim, Christian, Humanist)</i>	What happens when we die? (Part 2) <i>(Hindu, Buddhist, Sikh)</i>	Who should get to be in charge? <i>(Muslim, Sikh, Christian)</i>	Why are some places in the world significant to believers? <i>(Christian, Jewish, Buddhist, Muslim, Sikh, Hindu)</i>
	Prior	Morals - Y3	Importance of beliefs - Y4	Importance of beliefs - Y4	Importance of beliefs - Y4	Stand up for beliefs - Y5	Where do people talk to God - Y1
	Future	Better to be there in person - Y6	Why does religion look different around world - Y6	Why is there suffering - Y6	Why is there suffering - Y6	Place of religion today - Y6	Why does religion look different around world - Y6
Year 6	Unit	Why does religion look different around the world? (Part 1) <i>(Jewish, Muslim, Christian)</i>	Why does religion look different around the world? (Part 2) <i>(Hindu, Sikh, Buddhist, Jain)</i>	Why is it better to be there in person? <i>(Muslim, Jewish, Christian, Humanist)</i>	Why is there suffering? (Part 1) <i>(Jewish, Christian, Zoroastrianist, Buddhist)</i>	Why is there suffering? (Part 2) <i>(Shinto, Buddhist, Sikh, Humanist)</i>	What place does religion have in our world today? <i>(Multiple Worldviews)</i>
	Prior	Are all religions equal - Y4	Are all religions equal - Y4	What happens if we do wrong - Y3	What makes us human - Y3	What makes us human - Y3	Why does religion look different around world - Y6
	Future	KS3	KS3	KS3	KS3	KS3	KS3

Progression of Skills

Key Strand	EYFS	Year 1	Year 2	Lower Key Stage 2		Upper Key Stage 2	
				Year 3	Year 4	Year 5	Year 6
Disciplinary Knowledge (Skills)	<p>In EYFS the children are developing their knowledge and understanding about the world they live in. </p> <p>As part of the EYFS curriculum (Understanding the World: People and Communities) the children learn about the traditions, values and things that are special to</p>	<ul style="list-style-type: none"> ● Exploring stories or scriptures. ● Debating and discussing. ● Interpreting art. ● Looking at artefacts. ● Dramatizing, role-play or dancing. ● Looking at photographs and images. ● Interviewing others. ● Experiencing. ● Using first-hand accounts. 	<ul style="list-style-type: none"> ● Exploring stories or scriptures. ● Looking at artefacts. ● Debating and discussing. ● Interpreting art. ● Listening to music. ● Using first-hand accounts. ● Using video or audio footage. ● Using surveys. ● Dramatising role-play or dancing 	<ul style="list-style-type: none"> ● Debating and discussing. ● Interpreting art. ● Listening to music. ● Using first-hand accounts. ● Experiencing. ● Using video or audio footage. ● Exploring stories or scriptures ● Looking at artefacts ● Looking at photographs or images 	<ul style="list-style-type: none"> ● Exploring stories or scriptures. ● Debating and discussing. ● Analysing texts. ● Looking at photographs and images. ● Using first-hand accounts. ● Looking at artefacts. ● Interviewing others. ● Dramatising, role-play or dancing. ● Interpreting historical sources. ● Interpreting art. ● Using maps. 	<ul style="list-style-type: none"> ● Exploring stories or scriptures. ● Using surveys. ● Debating and discussing. ● Analysing texts. ● Looking at news reports. ● Looking at photographs and images. ● Using first-hand accounts. ● Using video or audio footage. ● Interviewing others. ● Interpreting historical sources. ● Listening to music. ● Interpreting art. ● Using maps. 	<ul style="list-style-type: none"> ● Exploring stories or scriptures ● Looking at artefacts ● Analysing texts ● Looking at news reports ● Looking at photographs and images ● Using first-hand accounts ● Using surveys. ● Debating and discussing. ● Using video or audio footage. ● Interpreting art. ● Using maps. ● Experiencing

Progression of Knowledge

Key Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beliefs	<p>In EYFS the children are developing their knowledge and understanding about the world they live in. As part of the EYFS curriculum (Understanding the World: People and Communities) the children learn about the traditions, values and things that are special to themselves and others.</p> <p>At the end of the year the children will show... They know about similarities and differences between themselves and others, and among families, communities and traditions. - Excerpt from the EYFS Development Matters Document:</p>	<p>Know that to believe is when we accept something is true, especially when we do so without proof.</p> <p>Know that some people believe God exists as a powerful, non-human being.</p> <p>Know that in some religions, followers believe in one supreme being or God who is loving.</p> <p>Know that people have different ways of understanding God on earth (incarnation).</p> <p>Know that some people believe that humans have a special relationship with God.</p> <p>Know that there are different names for God.</p> <p>Know that there are different ways to refer to and represent God.</p> <p>Know that people have different ideas about the role of God.</p>	<p>Know that some people believe God performed miracles in the past.</p> <p>Know that some people believe there are people who are chosen for a special purpose by God.</p> <p>Know that a prophet is someone who talks about God's plan or will.</p> <p>Know that some people believe that God has made a promise between himself and his people.</p> <p>Know that prayer means communicating with God.</p>	<p>Know that there are organised, and personal worldviews and religious beliefs fit into both of these.</p> <p>Know that soul means a person's spiritual and emotional sense of identity.</p> <p>Know that some people believe all living things have a soul and that it is immortal.</p> <p>Know that spirituality is connection with inner self, immaterial things and belief of something beyond oneself.</p> <p>Know that some people believe spirituality and soul to be unique to humans.</p> <p>Know that some people believe connection with a god to be a spiritual experience.</p> <p>Know that actions have consequences and that people think differently about what these are.</p> <p>Know that forgiveness is cancelling out wrongdoing or removing punishment.</p>	<p>Know that religious and non-religious worldviews change over time for individuals and groups.</p> <p>Know that people from different religions believe some of the same things.</p> <p>Know that organised and personal religious beliefs change and develop over time.</p> <p>Know that there are historical links and connections between religions.</p> <p>Know that sacrifice means giving up something valued for the sake of something else.</p> <p>Know that holy means divine, sacred or connected to God.</p> <p>Know that there is evidence that Jesus was a real person and that people have different beliefs about his significance.</p>	<p>To know the meaning of atheist, agnostic and theist.</p> <p>Know that people have different beliefs about what happens when we die.</p> <p>Know that some people believe in life after death and others may believe death is the end of our life in any form.</p> <p>To know and use correctly the following vocabulary in relation to death: afterlife, reincarnation, soul, judgement, eternity, heaven and hell.</p> <p>Know that many people who are not religious believe in some form of afterlife.</p> <p>Know that some people believe they will be reincarnated in a different form after death.</p> <p>Know that in the UK religious beliefs are a protected characteristic.</p> <p>Know that in some times and places people did not or do not have religious freedom.</p> <p>To know some of the ways that history, geography and leadership influence people's worldviews.</p> <p>Know that leadership and authority can impact people's worldviews.</p> <p>Know that worldviews impact the process of choosing leadership and authority.</p> <p>Know that leadership and authority can impact people's worldviews.</p> <p>Know that some places are valued by certain people due to things that have happened there</p>	<p>To know the meaning of omnipotent (all powerful), omniscient (everywhere at all times).</p> <p>To know some of the ways that culture, history, geography and tradition influence people's worldviews.</p> <p>Know that some people believe leaders are anointed (chosen by God).</p> <p>Know that people from the same organised worldview often hold the same key beliefs but may interpret and express them differently.</p> <p>Know that free will means a belief that humans are able to make their own choices and determine their own fate.</p> <p>Know that beliefs about the nature of God may impact people's ideas about and responses to suffering.</p>
Knowledge Practices		<p>Know that some religious people use art, objects and special times to represent and remember incarnation of God (of the presence of God on Earth).</p> <p>Know that many people have special ceremonies when babies are born.</p> <p>Know that many people give money, time or donations to charity as a way of showing that caring for others is important.</p>	<p>Know festivals usually celebrate a special or miraculous event from the past.</p> <p>Know worship means to honour and adore.</p> <p>Know there are some objects that are special to followers of religious traditions.</p> <p>Know that a festival is celebrated by many people and happens regularly.</p> <p>Know that people from the same faith may celebrate a festival differently.</p> <p>Know that people pray in different ways in different places.</p> <p>Know that objects, words and actions can represent an idea of belief.</p> <p>Know that when some people talk to <u>god</u>, they might use their body to show respect.</p> <p>Know that some people talk to God in different ways and for different reasons.</p>	<p>Know that rituals are a way of expressing beliefs and ideas about God.</p> <p>Know that prayer, meditation and rituals are used to connect spiritually.</p> <p>Know that the way scriptures are used and treated reflects beliefs about their importance.</p> <p>Know that water is often used in ceremonies and rituals to symbolise cleansing and purity.</p> <p>Know that fire is often used in ceremonies and rituals to symbolise purity and remembrance.</p> <p>Know that worship can take many forms and often involves symbolism.</p>	<p>Know that the way scriptures are treated and used reflects beliefs about their meaning and origin.</p> <p>Know that rituals and practices can be based on religious and cultural roots and that often these are interconnected.</p> <p>Know that the ways scriptures are read and used changes over time.</p> <p>Know that people with similar worldviews may practice in different ways due to historical events.</p> <p>Know that practices change over time.</p>	<p>Know that funeral practices often reflect beliefs about life after death.</p> <p>Know that funerals can be important to help people grieve.</p> <p>Know that some festivals commemorate times when religious freedom has been fought for (e.g. Bonfire night).</p> <p>To begin to consider reasons for taking part in religious practices including belief, culture, tradition and obligation.</p> <p>To begin to consider some of the ways practices are influenced by culture, tradition, geography, leadership and history</p>	<p>Know that some people may use religious practises (e.g. prayer, worship) to help them in times of suffering.</p> <p>Know that a pilgrimage is a journey to a place of religious significance.</p> <p>Know that pilgrimages are an important part of some people's life.</p> <p>Know that pilgrimage helps some people to feel close to God.</p> <p>Know that visiting a place of personal, religious, cultural or historical significance can have a special meaning for many people.</p> <p>Know that there are many reasons for some people taking part in religious practices including belief, culture and tradition.</p> <p>To know some of the ways practices are influenced by culture, tradition, geography and history.</p>

Wisdom and Morality		<p>Know that some spoken and written words are important to people. Know that creation stories provide people with possible answers as to why we are here. Know that followers often read religious stories. Know that some religious and non-religious stories may guide people to care for animals and the planet. Know that religious teachings often encourage gratitude for what God created (e.g. others and the planet) and a responsibility to look after it. Know that some stories may guide people to care for others. Know that the way people treat animals and nature reflects their worldview</p>	<p>Know that books and stories can have different meaning to different people. Know that religious stories can help us to understand religious beliefs. Know that stories from long ago can be applied to modern life. Know that wisdom means knowledge that comes from experience. Know that values are what people see as important in life. Know that prophets and Gurus are considered to share God's wisdom and guidance have had it revealed to them by God. Know that religions have forms of guidance or rules (commandments) and believers will follow these in different ways.</p>	<p>Know that morals are our thinking about what is right and wrong. To know many religious and non-religious worldviews express the idea of a 'golden rule' relating to how we treat others. Know that the teachings of a religious or non-religious worldview often link with a follower's life choices. Know that people's views about what is right and wrong change over time and place. Know that many factors affect our morals and life choices.</p>	<p>Know that stories and scriptures give insights about how to live. Know that religious texts contain different types of writings. To know why the Bible has a significant role in public life in many countries, including the UK. Know that religious scriptures come from a range of sources and origins. Know that religious scriptures are written in different languages, and this can affect interpretation.</p>	<p>Know that ideas about the afterlife come from many sources. Know that beliefs about life after death can affect how people choose to live their lives. Know that people are inspired and led by others from within and outside their community. To begin to understand that scripture can be interpreted in different ways. Know that there are different ways to decide who becomes a leader or authority (democracy, bloodline) and these are not always agreed on. Know that wisdom means thinking sensibly and taking into account knowledge and experience. Know that guidance means advice, information or rules given by someone in authority. Know that within and between religious and non-religious groups people may disagree about challenging issues.</p>	<p>Know that within and between religious and non-religious groups teaching about challenging issues can be contradictory and controversial. Know that writings from long ago can give people insight into modern day issues. Know that ideas and beliefs about suffering come from many sources. Know that some people use stories about how others became close to God to guide them in achieving the same aim. Know that cultural, historical and geographical context can affect how scripture is interpreted. Know that people disagree on whether ancient writings are still relevant to modern life. Know that the same guidance or scripture can be interpreted differently by people.</p>
Community and Belonging		<p>Know that religious (and non-religious) groups often provide support and care to their local and worldwide communities. Know that people with similar worldviews often work together to care for the world and for others. Know that some religious and non-religious people carry out ceremonies when babies are born to welcome them into their community. Know that baby welcoming ceremonies often include symbols and actions to show the baby's relationship with God.</p>	<p>Know that many festivals are often celebrated as a community. Know that some people find praying or worshipping as part of a community helpful. Know that members of the same community may have similar or different ways of life. Know that many religious groups have special buildings which may have features linked to beliefs and practices. Know that offerings used to express gratitude may be used to help a person's local or national community. Know that within a community people have different values, ideas and beliefs.</p>	<p>Know that for many people relationships with others and being part of a community are important. Know that all communities have rules and guidance for how to live together. Know that ceremonies involving water and fire are important occasions for some communities. Know that eternal flames are sometimes used as a sign of remembrance in a community.</p>	<p>Know that being part of a community with similar beliefs is important to some people. Know that the history of religion affects how people see their own and others' communities. Know that the language used during worship and prayer is important for some people when connecting with their community. Know that for some people outward expressions of belief are important for a sense of belonging. Know that disagreement and change happens in communities.</p>	<p>Know that funerals can be important times for communities to support one another. Know that communities sometimes fight or protest for the rights of themselves or others. Know that the community or group someone is part of shapes their sense of belonging. Know that religious communities usually have a leader who carries out certain duties with or on behalf of the community. Know that some people may find religious spaces significant even if they are not part of that religion. Know that some places are of particular significance due to historical, cultural and geographical reasons.</p>	<p>Know that people respond in different ways then they see people in their community suffering. To know experiencing a pilgrimage together can help some people feel a sense of community and belonging. Know that some people feel significant connection to a building or place. Know that, for some, the people in a particular space are more important than the place itself. Know that shared practices can be important to give some people a feeling of belonging. Know that some practices might demonstrate belonging to a particular community. Know that shared challenge can bring people closer together</p>

Vocabulary

EYFS	All About Me	Through My Eyes	Everyday Superheroes	We're on the Move	Down at the bottom of the garden	Under the sea
Tier 2 + 3				Celebrate Same Different Unique Special Equalities Birthday Family Tradition Belief Religion Acceptance Culture Light Wedding Bride Groom Christmas Hannukah		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disciplinary Knowledge	<ul style="list-style-type: none"> proof important quote 	<ul style="list-style-type: none"> express link 	<ul style="list-style-type: none"> connection organised worldview personal worldview historical modern represent 	<ul style="list-style-type: none"> artefact evidence impact perception literal 	<ul style="list-style-type: none"> interpretation portrayal significant suggest 	<ul style="list-style-type: none"> respond reflect census
Personal Knowledge	<ul style="list-style-type: none"> respect idea 	<ul style="list-style-type: none"> opinion value 	<ul style="list-style-type: none"> response source influence 	<ul style="list-style-type: none"> perspective viewpoint 	<ul style="list-style-type: none"> stereotype prejudice discrimination tolerance/ tolerant 	<ul style="list-style-type: none"> bias contradictory controversial personal
Substantive Concepts - Topic Knowledge	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Key Questions	Key Questions	Key Questions	Key Questions	Key Questions	Key Questions
	A1: How did the world begin?	A1: Why do we need to give thanks?	A1: What makes us human?	A1: Are all religions equal?	A1: Why do people have to stand up for what they believe in?	A1: Why does religion look different around the world? (Pt1)
	A2: What do some people believe God looks like?	A2: What do candles mean to people?	A2: Where do our morals come from?	A2: What makes some texts sacred?	A2: Why doesn't Christianity always look the same?	A2: Why does religion look different around the world? (Pt2)
	Sp1: What is Gods job?	Sp1: How do we know some people have a special connection to God?	Sp1: Is scripture central to religion?	Sp1: Just how important are our beliefs?	Sp1: What happens when we die? (Pt1)	Sp1: Why is it better to be there in person?
	Sp2: Why should we care for the world?	Sp2: What is a prophet?	Sp2: What happens if we do wrong?	Sp2: Who was Jesus really?	Sp2: What happens when we die? (Pt2)	Sp2: Why is there suffering? (Pt1)
	Su1: How do we know that new babies are special?	Su1: How do some people talk to God?	Su1: Why is water symbolic?	Su1: Why is the Bible the best-selling book of all time?	Su1: Who should get to be in charge?	Su1: Why is there suffering? (Pt2)
	Su2: Why should we care for others?	Su2: Where do some people talk to God?	Su2: Why is fire use ceremonially?	Su2: Does the language of scripture matter?	Su2: Why are some places in the world significant to believers?	Su2: What place does religion have in our world today?
<ul style="list-style-type: none"> believe/belief blessing ceremony community creator/creation God miracle religion responsibility scripture worldview 	<ul style="list-style-type: none"> chosen festival guru messenger place of worship practices prayer prophet ritual sacred shrine symbol/symbolise temple worship 	<ul style="list-style-type: none"> cleanse covenant divine equality eternal faith forgiveness guidance holy inspired moral offering reasoning sin 	<ul style="list-style-type: none"> ancient commitment culture Dharma fast harmony merciful/mercy origin prophecy revealed/ revelation sacrifice spiritual traditions translation 	<ul style="list-style-type: none"> Abrahamic agnostic atheist denomination devotion Dharmic enlightenment exile karma liberation pilgrimage/ pilgrim reincarnation/ reincarnated religious succession 	<ul style="list-style-type: none"> diversity free will incarnation liberal martyrdom monotheist orthodox protected characteristics secular suffering temptation wisdom 	

Planning (examples)

KS1 Planning Example:

Learning objective	Success criteria
<ul style="list-style-type: none"> To locate the school on an aerial photograph. 	<ul style="list-style-type: none"> I know that aerial means from above. I know that objects look different from an aerial view I know the name of the country I live in. I know the name of the village/town/city I live in I can identify three features of my local area on an aerial photograph. I can locate the country I live in on a map.
Main event	
<p>Location and the UK Explain to the children that we can use aerial photographs to describe where something is. This is called a 'location'. Using the link: Google Earth, zoom in on the UK. Explain that 'UK' is short for the United Kingdom. Show the children that the UK is made up of four countries (a land or nation with its own government). Point to and name the four countries: England, Scotland, Wales and Northern Ireland. Ask the children if they can name the country they live in. If possible, give the children time to explore Google Earth on their devices.</p> <p>Our local area Explain that the children will add labels to the features they can see in their local area. Provide each table group with the large aerial photograph of their local area and a copy of the <i>Activity: Labels</i> cut up. In their table groups, the children add labels to the aerial photograph to identify features. Move between tables, using the questions below to discuss the aerial photographs:</p> <ul style="list-style-type: none"> Do we live in a city, town or village? (See definitions.) What is the name of our city/town/village? What is the name of the country we are in? What can you see in the aerial photograph? (Children may recognise local landmarks such as: school, town centre, park, trees, roads, as well as features in the school grounds such as a pond, field and play equipment.) 	
Wrapping up	
<p>Display an enlarged aerial photograph of the Earth on the wall with the UK visible. Revisit the enquiry question: Where in the world are we? Ask the children to discuss in pairs, and to share answers. Work with the children to add a class photograph (or a class name label) to the aerial photograph with string pointing to the school's location. Add additional labels to show:</p> <ul style="list-style-type: none"> The UK. The country the school is located in. The name of the city, town or village the school is located in. <p>Questions</p> <ul style="list-style-type: none"> What is the name of the country we live in? What is the name of our village/town/city? Are there any other features you recognise in the local area? <p>Once completed, add to a class display or working wall. It will be added to in future lessons.</p>	
Vocabulary	
<p>Aerial photograph A photograph taken from the air. Aerial view A view from above (bird's eye view). City A large settlement with millions of people living in it. Country A land or nation with its own government. Land</p>	<p>The earth's surface not covered in water. Location A particular place or position. Sea A smaller body of salt water beside land. Town A built-up area larger than a village. Village A group of houses and buildings in a rural area.</p>
Assessing progress and understanding	
<p>Pupils with secure understanding indicated by: locating three features on an aerial photograph of the school; knowing the name of the country and village, town or city they live in.</p> <p>Pupils working at greater depth indicated by: locating more than three features on an aerial photograph of the school; knowing the name of the country and village, town or city they live in.</p>	<p>Adaptive teaching</p> <p>Pupils needing extra support</p> <p>Could use the <i>Activity: Labels</i> (support version) in the Main event.</p> <p>Pupils working at greater depth</p> <p>Could identify features from the aerial photograph and write their own labels using the <i>Activity: Labels</i> (extension version).</p>

KS2 Planning Example

Learning objective	Success criteria
<ul style="list-style-type: none"> To explain the importance of our oceans. 	<ul style="list-style-type: none"> I can describe the ocean's place in the water cycle. I can explain why the ocean is important to our planet. I can map an example of how the ocean is used for trading.
Main event	
<p>Explain that oceans are a key part of our water cycle and impact our lives in many ways. Ask the following question:</p> <ul style="list-style-type: none"> Can you think of any ways oceans are useful? (Various answers may include: it is home to many creatures; provides food and jobs for humans; is used for fun activities; gives us many medicinal ingredients; contributes to our climates and weather through the currents; absorbs carbon dioxide; is a source of renewable energy through waves and tides and the coral reef acts as a buffer from natural disasters such as flooding and typhoons.) <p>Explain that many countries trade with each other by sending produce across the ocean on ships, which the children should remember from the Year 4 unit: <i>Where does our food come from?</i></p> <p>Pupils are going to map an example of how Australia uses oceans for trading.</p> <p>Hand out the <i>Activity: Mapping trading routes</i> (one each) and the atlases (one between two). Ask the children to label the following countries using the world map in the atlas:</p> <ul style="list-style-type: none"> Australia. China. Japan. South Korea. USA. Thailand. India. Germany. <p>Explain to the pupils that these are some of the main trading countries with Australia.</p> <p>Questions</p> <ul style="list-style-type: none"> What does trading mean? (The buying and selling of goods or services.) What is an import? (An item brought in from a different country.) What is an export? (An item sold from the country of production to another country.) <p>Australia gets some of their top imports (cars, gold and broadcasting equipment) from China, USA, Japan, Thailand and Germany. Ask the children to use a coloured pencil to draw arrows from these countries to Australia, across the oceans. An example of this can be seen in yellow on the <i>Presentation: Mapping trading routes</i>.</p> <p>Question</p> <ul style="list-style-type: none"> Which countries do the most trading with Australia? (China and Japan.) <p>Show the children the link: Our Ocean: Big Blue Buddy on Videolink which describes the various other ways in which the ocean is important (see the first question in the Main event for possible answers). You may wish to pause the video to explain certain points (for example, at 1:06 to discuss why oxygen production is important or at 1:30 to explain the currents further). The link: Mapmaker can be used to demonstrate the global ocean currents and their impact on the temperature by clicking 'Add' on layer '22: Ocean currents'. Move the map or zoom in and out to explore the global ocean currents.</p> <p>Once finished, make a class mind map showing all the different ways the ocean is important (see the first question in the Main event for possible answers).</p> <p>The pupils can use the mind map to support them in writing a paragraph on why oceans are important and how they are used. This will be the start of a piece of informative writing, titled 'Why do oceans matter?', about marine environments which pupils will add to throughout the unit, to sum up their learning.</p>	
Vocabulary	
<p>Water cycle The movement of water in the Earth's atmosphere through oceans, rivers and on land.</p> <p>Ocean current The movement of a large area of seawater driven by the wind, gravity and water density.</p> <p>Habitat The home of an animal or plant.</p>	<p>Renewable energy Energy generated from a source that is continuous, such as wind or water.</p> <p>Buffer Something that forms a barrier from a negative or dangerous element.</p> <p>Natural disaster An event caused in nature that can harm people and places.</p>
Assessing progress and understanding	Adaptive teaching
<p>Pupils with secure understanding indicated by: describing the water cycle; how the ocean is used for human activity, including mapping trading routes and how it helps to regulate the Earth's climate and temperature.</p> <p>Pupils working at greater depth indicated by: understanding how oceans influence global climate and the impacts this has on humans, giving examples, such as the increased risk of flooding due to rising sea levels from melting glaciers. Realising how fundamental the ocean is for trading routes.</p>	<p>Pupils needing extra support Can use the <i>Activity: Why do oceans matter?</i> (support) to help support writing their paragraph.</p> <p>Pupils working at greater depth Should consider what might happen to both the climate and people's lives if oceans were further damaged. For example, warmer temperatures, difficulty growing crops, higher sea levels as glaciers melt and a higher risk of flooding.</p>

Knowledge Organisers (examples)

R&W - What do some people believe God looks like?



believe	Christian	Muslim	Hindu
<p>God Allah Brahman</p>			
	Jesus	Islamic art	deity



Many Christian people believe that Jesus is God's son and is God on Earth.



Many Hindu people believe that God can be represented through different forms called deities.



Many Muslim people believe that God is so special that he can never be drawn or described.

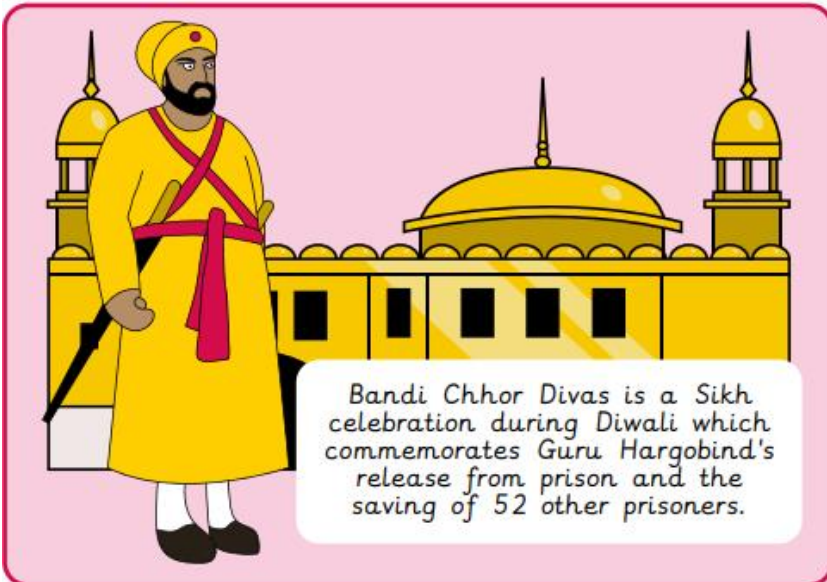
R&W - Why do people have to stand up for what they believe in?

Catholic	Someone who belongs to the Catholic church, which is led by the Pope.
martyr	Somebody who loses their life for what they believe in.
prejudice	Having a negative view about something or someone because of a personal opinion.
agnostic	A person who believes it is not possible to know if there is a God.
atheist	A person who does not believe there is a God or gods.
theist	A person who believes there is a God or gods.
denomination	A group of religious people with slightly different beliefs and understandings to others within the same religion.
conspiracy	A secret plan with a negative outcome.
Protestant	Someone who belongs to the Protestant denomination, which is separated from the Catholic church.

Guy Fawkes lived during a time in British history when it was illegal to practise Christianity in a certain way. This changed with different ruling monarchs. People could be persecuted if they did not conform to the monarch's beliefs.




Keith Corrigan / Alamy Stock Photo



Bandi Chhor Divas is a Sikh celebration during Diwali which commemorates Guru Hargobind's release from prison and the saving of 52 other prisoners.

It was believed for a long time that monarchs had 'divine authority'. This meant they had been chosen by God and could therefore rule and make all of the country's decisions.




In the UK, there are certain rights known as 'protected characteristics' that ensure equal treatment for all. Religion is a protected characteristic and it is illegal to discriminate against someone based on their religion.